LEARNING ENVIRONMENT CORRELATE 6 – PROFESSIONAL GROWTH, DEVELOPMENT AND EVALUATION

Correlate 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
6.1 PROFESSIONAL DEVELOPMENT	**Meets criteria for a rating of "3" on this indicator plus:**			
DA **6.1a** **There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.** **Examples of Supporting Evidence:** • 5YCEP • Implementation and impact checks • List of professional development offerings • Staff member interviews • Needs assessment data • Individual growth plans	Long-term professional development planning leads to professional growth embedded in a change process that improves the structure and culture of the school as an organization.	**The school does long-term planning for continuous support of professional growth needs. Professional development is viewed as a change process that occurs over time.**	Professional development planning is done on an annual basis. Professional development is not viewed as a change process that occurs over time.	The school does not do long-term planning for professional development.
	Professional development opportunities are expanded to include formal and informal experiences (e.g., internships, aspiring principal networks, and curriculum resource teachers) for teacher leaders to participate in leadership responsibilities.	**Professional development opportunities are offered that support the enhancement of leadership abilities (e.g., collaboration, problem-solving consensus building) for all staff members and other appropriate stakeholders.**	Professional development opportunities are offered that support the enhancement of leadership abilities for some members of the staff (e.g., administrators only).	Professional development does not support leadership development.
	School leaders collaborate across the district to create an extended learning community that encourages and supports district staff members and stakeholders to evolve into multi-school instructional teams.	**The learning community encourages and provides support to all staff members and stakeholders to be life-long learners.**	The learning community encourages only some teachers or administrators to be life-long learners.	Teachers and administrators are not encouraged to be life-long learners.

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DA	**Meets criteria for a rating of "3" on this indicator plus:**			
6.1b **The school has an intentional plan for building instructional capacity through ongoing professional development.**	The formal process for identifying professional development needs specifically evaluates and addresses the true impediments to student learning.	**The school has developed and implemented a formal process to identify professional development needs for all staff members.**	The school has developed a process to identify professional development needs, but has not implemented the process..	The school has not identified professional development needs of the staff.
Examples of Supporting Evidence: • 5YCEP • Implementation and impact checks • List of professional development offerings • Perception surveys • Staff member interviews • School board policies • School board meeting agenda and minutes • District policy • Individual growth plans • Professional development committee meeting agenda/minutes	School professional development planning considers both the identified needs of individual staff members and the school-wide focus for improvement and includes short- and long-term checkpoints to monitor the effectiveness of the planning. Ongoing activities and follow-up (e.g., study groups, action research) are emphasized.	**School professional development planning considers the district mission and belief statement and the identified needs of individual staff members and the school-wide focus for improvement, in order to assist students in the most effective ways.**	The school professional development planning considers both individual and school-wide needs, but consideration does not always adhere to the district's mission and belief statement	The school professional development planning does not consider both individual and school-wide needs.
	Schools initiate a formal process and collaborate to analyze information on student achievement to determine the short and long-term professional development needs of all stakeholders across the district.	**School staff members and the school board analyze information on student achievement to help schools determine the short and long-term professional development needs of instructional staff members and administrators.**	The school analyzes information on student achievement to help schools determine the short and long- term professional development needs of teachers, but analysis is not consistently utilized when making professional development decisions.	The school does not analyze information on student achievement to help schools determine the short and long-term professional development needs of teachers.

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DA	**Meets criteria for a rating of "3" on this indicator plus:**			
6.1c **Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.** **Examples of Supporting Evidence:** • 5YCEP • Professional development committee meeting agenda and minutes • Individual growth plans • Staff member interviews • Self-assessment data • Needs assessment data	The process for determining professional development opportunities specifically identifies the true impediments to student learning and strategies for meeting the unique learning needs of the students.	**Decisions concerning professional development opportunities are based on the results of analysis of student achievement data and formal personnel evaluations.**	The professional development needs of individual staff members have been identified primarily through the evaluation process.	The professional development needs of individual staff members have not been clearly identified.
	Professional development opportunities are aligned with the school's learning goals for students, the individual growth plans of staff members and the 5YCEP. The professional development opportunities are focused directly on the root causes of achievement gaps.	**Professional development opportunities are aligned with the school's learning goals for students, the individual growth plans of staff members and the 5YCEP.**	Professional development opportunities are related to the school's learning goals for students, but do not necessarily reflect the individual growth plans of staff members or the 5YCEP.	Professional development opportunities do not relate to the school's learning goals for students and/or the 5YCEP.

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DA	**Meets criteria for a rating of "3" on this indicator plus:**			
6.1d **Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.** **Examples of Supporting Evidence:** • 5YCEP • List of professional development offerings • Perception surveys • Walk-through observations • Staff member interviews • Needs assessment data	Longitudinal comparisons of the collected data are studied to identify emerging trends and priorities for school professional development.	**A formal process (e.g., annual survey, needs assessment, development of individual growth plans, implementation and impact checks) is used to determine priorities for school professional development.**	A survey is conducted, but there is no formal process to determine priorities for school professional development.	An annual survey of professional development needs is not done.
	Schools collaborate to form a district-wide professional learning community that provides high quality professional development, collegial support and job-embedded coaching to ensure teacher efficacy and enhanced professional practice that is observable in the classroom.	**Professional development is of high quality is focused on enhanced professional practice and is aligned with academic expectations and student learning goals.**	Professional development is traditional and is either not focused on enhanced professional practice or is not tightly aligned with academic expectations and student learning goals.	Professional development offerings are random and are not connected to the enhancement of professional practice, academic expectations or student learning goals.
	Participants use knowledge gained through content area professional development to coach and mentor colleagues, providing practical support and encouragement for classroom-focused improvement.	**Staff members participate in effective professional development that will update their content knowledge and integrate the acquired knowledge into classroom instruction to improve student learning.**	Staff members participate in professional development that may update their content knowledge, but the acquired knowledge is not used to improve student learning.	Few staff members participate in professional development that updates their content knowledge.

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DA	**Meets criteria for a rating of "3" on this indicator plus:**			
6.1e **Professional development is on-going and job-embedded. Specific to the learning community.** **Examples of Supporting Evidence:** • 5YCEP • List of professional development offerings • Staff member interviews • School calendar • Master schedule • Individual growth plans	By policy and practice, professional development is sustained, continuous and the shared responsibility of all staff members.	**Professional development emphasizes a process for sustained and continuous growth through job-embedded opportunities.**	Professional development is ongoing, but there is either limited emphasis on sustained and continuous growth or the professional development is not job-embedded.	Professional development has no emphasis on continuous growth.
	Professional development (structured as an inquiry into curriculum, instruction and assessment) will provide synergy and result in initiatives that have greater student impact.	**Job-embedded professional development provides time for colleagues to reflect, discuss and process new learning.**	Job-embedded professional development occasionally provides time for reflection.	Professional development does not provide time for reflection.
	Staff members establish small-group work teams to provide professional development follow-up by sharing responsibility for their own learning and providing assistance to one another through collegial support and coaching.	**Follow-up to professional development is consistent, intentional and is a priority.**	Follow-up to professional development is inconsistent or unintentional.	Follow-up to professional development is not provided.
	School staff members engage in action research in their classrooms centered around experimental and innovative approaches to professional development.	**The school includes the use of nontraditional avenues (e.g., on-line professional development opportunities) to provide and/or embed professional development.**	The school makes limited use of nontraditional avenues to provide professional development.	The school does not use nontraditional avenues to provide professional development.

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6.1f **Professional development planning shows a direct connection to an analysis of student achievement data.** **Examples of Supporting Evidence:** • 5YCEP • Student data analysis summaries/reports • List of professional development offerings • Staff member interviews • Student performance level descriptions	**Meets criteria for a rating of "3" on this indicator plus:**			
	The district collaborates with institutions of higher education and other research organization entities to provide any necessary professional development opportunities on the analysis of data and student work.	**Ongoing professional development opportunities are provided as necessary on the analysis of assessment data and student work.**	Professional development opportunities are provided as necessary on the analysis of assessment data and student work, but the professional development is not ongoing.	Needed professional development on analysis of assessment data and student work is not provided.
	Sets of longitudinal data are analyzed to identify emerging trends for professional development planning.	**Multiple sources of data are analyzed for professional development planning purposes.**	Sources of data are analyzed, but the results of the analysis are not directly connected to professional development planning.	The results of analysis of data are not used to inform professional development planning.
	Long-term job-embedded professional development opportunities address the learning needs of students identified through analysis of assessment data and student work, focus directly on the root causes of achievement gaps and fuel the school's capacity to serve all students.	**Multiple ongoing professional development opportunities address the learning needs of students identified through analysis of assessment data and student work, including the needs of subpopulations with demonstrated achievement gaps.**	Professional development does not always address the learning needs of all students.	Professional development does not address student learning needs.

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6.2 PROFESSIONAL GROWTH AND EVALUATION	Meets criteria for a rating of "3" on this indicator plus:			
DA **6.2a** **The school/district provides a clearly defined evaluation process.**	The local board of education has adopted policy and school leadership has implemented procedures regarding the evaluation of all personnel that surpasses state requirements.	**The local board of education has adopted policy and school leadership has implemented procedures regarding the evaluation of all personnel that meet state requirements.**	The local board of education has adopted policy and/or procedures regarding the evaluation of personnel, but the policies are not fully implemented by school leadership.	The local board of education does not have policy and/or procedures regarding the evaluation of personnel.
Examples of Supporting Evidence: • Local board policy, procedures and meeting minutes • Evaluation process documents • Documentation of development and revision of evaluation processes • Staff member interviews • District evaluation committee roster	The evaluation of certified personnel is focused on the student learning goals of the 5YCEP, the individual growth needs of staff members and the projected long-term needs of the school and district.	**The evaluation of certified personnel is focused on the student learning goals of the 5YCEP and the individual growth needs of staff members.**	The evaluation of certified personnel is focused on the student learning goals of the 5YCEP or the individual growth needs of staff members, but not both.	The evaluation process is focused on neither the student learning goals of the 5YCEP nor the individual growth needs of staff members.
	Staff members regularly participate in reviews of the evaluation process, including discussions and reflections that provide an impetus for individual professional growth.	**Each certified staff member participates in a meeting in which the evaluation process is explained and discussed.**	Copies of the evaluation plan are distributed to certified personnel, but no opportunity for explanation and discussion is provided within the required time frame.	Certified staff members are not annually informed of the evaluation process.

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DA	**Meets criteria for a rating of "3" on this indicator plus:**			
6.2b **Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.** **Examples of Supporting Evidence:** • 5YCEP • School board policies • School board meeting agenda and minutes • School budgets • Staff member interviews	Schools collaborate to obtain all possible funding from outside sources and to maximize the impact of that funding on professional development.	**Available fiscal resources are maximized to provide support for professional growth and development, using state professional development allocations and other funding sources (e.g., local, state, federal, private).**	Available fiscal resources are not always maximized to provide support for professional growth.	Available fiscal resources are not used to support professional growth.
	The school board evaluates the adopted policy and modifies the policy as necessary to ensure professional development activities are focused on identified needs. Implementation of procedures is monitored to ensure that professional development resources are appropriately and equitably allocated among all staff members.	**The school board adopts policy and school leadership implements procedures to ensure the appropriate (i.e., based on the identified needs of individual staff members) and equitable allocation of professional development resources (e.g., funds, substitute teachers, professional training programs, curriculum support staff) among all staff members.**	The school board has a professional development policy, but the policy does not necessarily ensure the appropriate and equitable allocation of professional development resources.	Professional development resources are not appropriately and/or equitably allocated.

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DA	**Meets criteria for a rating of "3" on this indicator plus:**			
6.2c **The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.** **Examples of Supporting Evidence:** • 5YCEP • Evaluation forms • Certified staff member interviews • District evaluation process documentation • Local board of education policies • Local board of education meeting minutes • Lesson plans/units of study	The evaluation of certified personnel and correlate with the instructional needs of students, the professional needs of all staff members and the projected long-term needs of the school and district.	**The evaluation of certified employees correlate with the instructional needs of students and the professional needs of all staff members as reflected in the 5YCEP.**	The evaluation of certified employees does not always tightly correlate with the instructional needs of students and the professional needs of all staff members as reflected in the 5YCEP.	The evaluation of certified employees does not reflect the instructional needs of students and the professional needs of all staff members.
	Evaluation is viewed as an integral part of the work of the school, encompassing individual professional growth and establishing a self-renewing learning organization.	**Evaluation is viewed as an important part of individual staff growth and the process is valued by all staff members as a route to staff proficiency.**	The evaluation process is viewed as part of individual staff growth, but is not valued as a route to proficiency.	Employees view evaluation only as an employment requirement.

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DA	**Meets criteria for a rating of "3" on this indicator plus:**			
6.2d **Leadership provides and implements a process of personnel evaluation which meets or exceeds standards.** **Examples of Supporting Evidence:** • Personnel evaluation process/forms • Documentation of the district's implementation of the personnel evaluation system • State statute/regulation • Staff member interviews	Personnel evaluations exceed the requirements of state statute and regulations. Growth plans and summative evaluations are completed annually for all staff; multiple forms of documentation (e.g., portfolios, peer, product or performance tasks/ activities) of performance effectiveness are used.	**Personnel evaluations meet the requirements of state statute and regulation. They are fairly and consistently administered.**	Personnel evaluations meet the requirements of state statute and regulation, but they are not always fairly and consistently administered.	Personnel evaluations do not meet the requirements of state statute and regulation.
	The personnel evaluation system includes a peer /coaching component.	**School administrators implement a personnel evaluation system that requires multiple observations of staff, providing opportunities for coaching and feedback to improve effective teaching practices and improve student achievement.**	School administrators implement a personnel evaluation system that includes observation and feedback, but has limited impact on student achievement and teaching practices.	School administrators do not implement the personnel evaluation system.

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	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA ***6.2e** **The school/district improvement plan identifies specific instructional leadership needs and the school board has strategies to address them.** **Examples of Supporting Evidence:** • 5YCEP • Individual growth plans • District and school budgets	**Meets criteria for a rating of "3" on this indicator plus:** The 5YCEP incorporates goals, objectives and activities congruent with new and innovative approaches to improve instructional leadership.	**The 5YCEP is based on analysis of multiple forms of data, identifies instructional leadership needs and includes an action plan and available resources to address those needs.**	The 5YCEP is based on analysis of data and has an action plan to address instructional leadership needs.	The 5YCEP does not address instructional leadership needs.
	School leadership collaborates with the Montana OPI, educational cooperatives and other districts to design and/or obtain professional development that addresses the needs of individual school administrators.	**School administrators collaborate with district personnel to select professional development that addresses the needs of the individual school.**	School administrators select professional development that is necessarily applicable but do not intentionally address the needs of individual school administrators.	Professional development selected by school administrators does not fulfill any general need.

*Not applicable for 2003-2008 5YCEP. This indicator not rated in scholastic reviews for 2006-2008.

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DA	**Meets criteria for a rating of "3" on this indicator plus:**			
6.2f **Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practice.** **Examples of Supporting Evidence:**	School leadership and teachers engage in interactive discourse and establish an ongoing feedback loop focused on long-term strategic changes in teacher behavior and practice as an integral part of the evaluation process.	**School leadership provides regular meaningful feedback to teachers as an integral part of the evaluation process to challenge teacher thinking and to change behavior.**	School leadership provides limited feedback to teachers.	School leadership does not provide feedback to teachers.
• 5YCEP • List of professional development offerings • Teacher and administrator interviews • Samples of teacher evaluations	The district evaluation process shows a clear connection between student and teacher performance and individual growth plans; cognitive coaching is embedded in the daily work of all teachers.	**Teachers are provided with follow-up and support (e.g., professional development, fiscal resources, materials) to ensure that the evaluation process results in improved instructional practice and higher student achievement.**	Teachers are provided with some follow up and support, but not to a level that will ensure improved instructional practice and higher student achievement.	Teachers are not provided follow up and support.